SONGS AND STORIES.

ELOISE BEARDSLEY.

Songs.—"The North Wind," "Jack Frost," "Little White Feathers," "Snowball Song," "The Snow Clouds," "The Tree in Winter," "When the Snow is on the Ground," "Santa Claus," "Christmas Song," "Christmas Carol," "The Tailor Song," "The Shoemaker Song," *Songs for Little Children for the Kindergarten and Public Schools*, Parts I and II; Root, "Christmas Song," *Song Verses for Children;* Eleanor Smith, "Christmas Song," *Modern Music Series*, Parts I and II; Mrs. Crosby Adams, "There's a Jolly Old Fellow," Jessee Gaynor; "Shoemaker Song," "Jack Frost;" "Little Jack Horner," *Elliot's Mother Goose;* Mildred and Patty Hill, "Postman Song," *Songs of Life.*

Stories and poems.—"St. Christopher and the Child" (COURSE OF STUDY, Vol. I, No. 4), "Piccola," "The Fir Tree," "The Story of the Christ," "A Trip to Reindeer Land," "'Twas the Night before Christmas," "Jack Frost;" Whittier, "Child Life;" "The Shoemaker and the Elves," "Cinderella," "The Red Shoes," "Goody Two Shoes."

FIRST GRADE.

ELSIE WYGANT.

REVIEW FOR OCTOBER.

THE weather was so favorable for field trips during October that we took advantage of it and made three all-day trips, one to Lakeside, on the north shore, one to Morgan Park to see autumnal foliage, and one to a stock farm near Summit. These, with several trips to South Park, presented the main problems for work in the schoolroom.

Geography.—So many questions and interests resulted from the field trips that the time for geography was devoted to them instead of to the work on food that had been planned for October.

On the first trip, that to Lakeside, the children were especially interested in (*a*) playing in the sand—digging to find water; (*b*) collecting stones, especially the "pretty stones" and those which looked like other things, as "fairy caps," "little cookies," or "pieces of soap," and those that, when rubbed together, made "brown powder;" (*c*) wave marks on the sand; (*d*) watching and collecting animals found in the sand; (*e*) pulling up by the roots plants that grew in the sand.

Each of these interests seemed to be sufficiently permanent to warrant giving them some time and consideration. (*b*) and (*c*) furnish the geography

for November and December (mineralogy and crystallization); (*d*) formed part of the science work for October; and (*e*) was developed in October in the following general manner as part of the geography.

All of the number, reading, and writing used during the month were employed because they helped in their several capacities to make the image which we were developing more accurate and more complete.

Upon our return from the trip to Lakeside we made, in a sandpan 24× 36×3 inches, a model of the beach we had visited, making the coast line as we remembered it, indicating the pier and the Winnetka waterworks, putting on the stones, shells, and plants that we had brought home, and representing the lake extending from the coast line to the edge of the pan. This lake basin was made of clay and limestone, which held the water for several days.

In pulling up the plants on the sand beach, what interested the children was the very long roots which each of the plants had. The roots ran along close to the surface, then perpendicularly downward. In school we compared roots of grass which grows in sand and in garden soils, finding those grown in sand much the longer. The children gave as one reason that the sand blows about, so that the long roots are needed to hold the plant in place.

During the informal talk in which this question arose, and in giving experiences of the trip, certain words and phrases, as "sand," "plants," "lake," "lakeshore," "long roots," were used and written, at the time upon the blackboard. The next time any of them occurred in conversation the written word was indicated, and so functioned.

We tried an experiment to find some reason, other than stability, that makes long roots necessary to sand plants. Point to be developed, that sand allows water to run through, and so roots must cover more surface or go deeper to find water. Experiment to show this: equal amounts of water poured on equal amounts of sand and of garden soil; sand allows water to run through, garden soil holds water.

Number work was necessary here to measure soils and water. We used 5 cubic inches of each kind of soil and one gill of water, which means, in terms of number conceptions required of each child, that he (1) recognize one cubic inch; (2) plan the area necessary to make a cubic inch box; (3) make a 3-inch square, and from that a box holding 1 cubic inch; (4) observe and use 1 gill; (5) measure water which ran through both the sand and the garden soil; (6) compare these two quantities of water.

During the experiment, the words and phrases "sand," "black soil," "water," "gill," and "5 cubic inches" were written on the blackboard. The children gave their individual opinions as to which soil held more water and which let more run through, by writing either the word "sand" or "black soil" upon the blackboard.

Later the children, wishing to show the experiment to the third grade, drew a picture of it, and labeled it to explain the diagram as far as possible. The labeling required the writing of the words "sand," "black soil," "water."

As even the labeled diagram would not be intelligible to the third grade, the following record was written and then read by the children:

RECORD.

1. We went to the lakeshore.
   We played in the sand.
   We found stones in the sand.
   We found animals in the sand.
   We found plants in the sand.

2. We had 5 cubic inches of sand.
   We had 5 cubic inches of black soil.
   We poured a gill of water on the sand.
   We poured a gill of water on the black soil.
   The sand let the water through.
   The black soil held some of the water.

3. The roots want water.
   The rain falls on the earth.
   The sand lets the rain run through.
   The black soil holds the rain.
   The roots in the sand grow deep to find water.

The children read 1 and 2 from the blackboard, drew the inference from the experiment, and helped to write 3.

Their motive in the above record was to make the work intelligible to the third grade; the teacher's motive was this, as well as to cause the children to hold in mind the conditions so clearly that the inferences should be evident.

Science.— The science work was carried out much as planned in the October outline, the only change being that, in place of a daily weather record, random observations were made upon striking weather conditions, and the change in appearance of landscape emphasized through paintings.

History.— The making of a playhouse, planned as a part of the October work, was not accomplished, on account of the bad proportion of the fruit crate. As the children are to work with the playhouse for a long time, it seemed advisable to put before them a box of good proportions. No such box being found ready made, that work was postponed until November. For each child there is now being made a box 15 inches high, 20 inches wide, and 10 inches deep, and divided with a partition into two floors. The children are to divide each floor into two rooms.

Stories were told of tree-men and cave-dwellers, and of Indian, Arab, and South African home-making. A trip was taken to the Field Columbian Museum to see the models of these homes.

We watched the construction of a building across the street from the

school, and recorded, through pictures, building, and dramatization, the various kinds of work done there.

Number. — As stated above, number was used only when it helped to make clearer the point under consideration, or when it helped to make an object for which there was a need. The article was not made in order to teach a mathematical fact, but the particular form was adapted to the growing skill and knowledge of the children.

1. A pattern a foot square for dusters.
2. Half-inch strips cut into 3-inch lengths for paste sticks.
3. Three-inch squares made for paste dishes.
4. Strips cut into ½-inch lengths for paste dishes.
5. Cubic-inch boxes made and used for measuring.
6. In the manual-training room we made looms 12 × 6 inches, with brads ¼ inch apart at the top and bottom, and holes made ½ inch apart along the sides to keep the cloth of uniform width in weaving. On these looms we shall weave holders to use in cooking.
7. Large box to hold six 1 cubic inch seed boxes. These boxes the children saw arranged in three rows of 2, in two rows of 3, and one row of 6.
8. Leaves of the dictionary 7½ × 8 inches.

Reading and writing. — No reading lessons, satisfactory as literature, seemed available because of the extremely small reading vocabulary this first month. Written words and phrases were used in every lesson as a means of communication, and simple sentences with much repetition were employed. These sentences were used in the manner illustrated by the record in geography above, and by the following directions for work necessary for making the leaves of the dictionary:

Make a rectangle.
Make it 7½ inches long.
Make it 8 inches wide.

Neither these sentences, nor those under geography, stood for a finished reading lesson, but for a crude beginning. However, the child's motive here, as in all reading, was to find out something. The children also wrote single words, as illustrated under "Geography."

Art. — Modeled in clay the fruits that we were studying in connection with seeds. A different kind of fruit was modeled by each child, so that we might have the whole collection. These modelings, which will be cast and painted and will serve as paper weights, will be among the Christmas gifts made by the children. Modeled frogs, toads, and snakes brought from the Morgan Park excursion. For blackboard work, see "History" and "Geography" above.

Dramatic art. — Imitated kinds of work seen upon the building under construction near the school, and dramatized the story of the "Three Bears."

Music and home economics. — Carried out essentially as planned in October outline.

OUTLINE FOR DECEMBER.

History.— Getting playhouse ready for interior decoration. Study and making of tiles for the kitchen floor of the playhouse.

REFERENCES: *Training of a Craftsman*, K 10,022; *Design in Nature and Art*, K 3,379; *Wm. Morris' Lectures on Art*, K 10,734; *Some American Tiles*, V 691; *L'ornament polychrome;* Owen Jones, *Grammar of Art.*

(The letters and numbers refer to the cataloguing in the Chicago Public Library.)

Geography.— The study of pebbles begun in November will be continued in December from the standpoint of crystals. Typical forms as quartz, calcite, galena, fluorite, mica, salt, and sugar will be shown. A trip to the Field Columbian Museum, at least once, and possibly twice, during the month.

Science.— Consideration of snow crystals in connection with geography. Daily weather record.

Home economics.— Making of candy and pop-corn balls for the Christmas celebration; rock-candy and colored crystals for Christmas-tree decorations. Making of tarlaton candy bags to hang on Christmas tree.

REFERENCES (for crystallization and making of crystals): Tyndall, *Forms of Water*, K 2, 687; Dana, *Minerals and How to Study Them;* Ruskin, *Ethics of the Dust; Crystallography for Beginners*, K 9,564; *Dictionary of Practical Receipts*, R K 103–10; G. H. Williams, *Elements of Crystallography*, 548 W 72; School of Education Library, *Text-Book of Systematic Mineralogy*, 549 B 34s.

Number.— Making of Christmas presents.

Dramatic art.— Dramatization of industries and stories (continued). Dramatization of "Night before Christmas."

Music.— "Christmas Star," from *Song Stories from the Kindergarten*, by Mildred J. and Patty S. Hill; "In Another Land and Time," from *Songs for Little Children*, Book I, by Eleanor Smith; "Little White Feathers," from *Songs for Little Children*, Book II, by Eleanor Smith; "Jacky Frost," from *Modern Music Series*, First Book.

SECOND GRADE.

CLARA ISABEL MITCHELL.

REVIEW FOR OCTOBER.

Cooking.— Apples were baked out-of-doors in brick ovens devised and made by the children. They planned and carried out the entire work, which included a luncheon served to the children of the first grade. This occupied the time of two cooking lessons. The other two cooking lessons of the month were spent in making apple jelly, as described in this number by Miss Van Hoesen in her review for October of the work in the fourth grade.